

What We Teach In EYFS

Physical Development

We work on developing the children's gross motor skills. We play games to develop our ability to negotiate space and obstacles safely by changing the speed and direction of our movements. We highlight the point that we must keep ourselves and others safe.

The children will work on improving their strength, balance and coordination when playing. In our P.E., dance and outdoor play sessions, we encourage all the children to move in a variety of ways such as running, jumping, dancing, hopping, skipping and climbing.

We support children to develop their fine motor skills also. We provided many opportunities for the children to access a range of everyday tools, e.g. scissors, pipettes, tools for shaping clay and help them to use them effectively. Developing fine motor skills leads to an effective pencil grip which supports writing and drawing.

A big part of physical development is to support the children to be able to independently take care of their own physical needs, e.g. dressing independently for P.E., fastening coats and independent toileting. We also promote making healthy choices and understating the need for exercise.

Communication & Language

Listening and attention, understanding and speaking are key elements to be able to communicate effectively. This is of high importance and therefore is interwoven through not only literacy lessons but all our teaching and learning.

Some examples of these opportunities are listening for a purpose in a range of situations, e.g. listening to visitors, in assemblies etc., developing our ability to use connectives to explain our ideas when speaking to other people, paying attention to and following increasingly complex classroom instructions, playing a range of games to develop our listening and attention skills, learning and using new topic related vocabulary, using language effectively during role play.

We provide opportunities for the children to make comments on what they have heard and understood and to engage in conversation about topics and experiences.

Personal, Social & Emotional Development

Children are supported to establish positive relationships with peers and adults within the setting. This is achieved through opportunities for paired talking, collaborative group work and team building activities. Importance is placed on being sensitive to and taking other's feelings into consideration which in turn helps to create an inclusive and safe environment.

Children are involved with agreeing and working towards a class target. Throughout the year opportunities are created to develop co-operative and team-work skills.

Children are encouraged to talk about experiences in large and small groups there are cross curricular links with communication and language as the children work on using the past, present and future tenses. We promote listening carefully to and respecting each other's ideas during taught lessons and play. Importance is place on taking responsibility for ourselves and our belongings. There are opportunities to share our learning with the whole school and parents through class assemblies.

We have a big focus on understanding and managing our own feelings. We make sure the children know that every feeling is valid and create a safe space for them to talk and expressing our feelings, using breath work, yoga and other important ways to regain calm in emotional situations.

Literacy

Reading

Through discrete phonics sessions, children will be taught to recognise letters (graphemes), letter sounds (phonemes) and then to use these to sound out and blend to read words (Fred Talk). There are red words (common exception words) that children are encouraged to recognise some of which cannot be decoded (e.g. the). In addition to daily phonics lessons, each child has 1:1 reading sessions with adults in school. They will be introduced to a range of fiction and non-fiction books related to our topic. Here we focus on new vocabulary and its meaning and then supporting the children to use it appropriately in a sentence. We use the internet and documentary programmes to find out more information about our topics.

Writing

We begin our writing journey by encouraging mark making and assigning a meaning to those marks through various mediums e.g. chalk, sand, mud, shaving foam etc. The next step is to support the children to produce identifiable letters. We facilitate this by teaching a range of cursive writing patterns to prepare for exploration of letter formation. Teachers then model how to listen for sounds in words then group letters together to write words, simple phrases and sentences. We encourage children to write for a range of purposes, e.g. captions, labels, letters. There are weekly fine motor skills activities that promote the development of effective pen control and letter formation.

Mathematics

We have a holistic approach to teaching maths and all of the mathematical concepts are taught through a 'number of the week'. We begin with the number 1. This may sound easy but the number 1 can have many meanings and we explore them all. For example, knowing what 1 looks like as a quantity, what it looks like as a numeral, can we draw a 1, 1 o'clock, 1 penny, the first day of the week, a first birthday, what do we typically have one of e.g. Nose, neck, mouth, house, front door, school. What shapes only have one side, one face? Then the. next week we move on to the number 2 and again adopt this holistic approach to teaching every element of maths. Each week the children will look at and talk about all or most of the concepts related to Mathematics in the Early Years Curriculum. This way of teaching encourages your child to continuously build on their knowledge in all areas of Maths. Some skills we hope to develop are –

- Subitise numbers to 10 e.g. recognise quantities without counting.
- Count large groups of objects for a range of purposes, including counting items that cannot be touched.
- Consolidating our ability to read and write numbers to 20
- Ordering numbers
- Solving addition and subtraction problems with increasing independence
- Beginning to recall some simple addition and subtraction facts, including doubles
- Learning the names of 2D and 3D shapes and mathematical language to describe their properties
- Weighing items using balance scales and non-standard measures
- Using the language of position, direction and distance

Understanding the World

Emphasis is placed on the children being able to talk about past and present events in their own lives and the lives of family members. For example, telling the class about a family holiday or a birthday.

As part of our Values Education, we encourage children to embrace diversity by recognizing and accepting similarities and differences between themselves and others, and amongst families, communities and traditions.

We focus on broadening the children's sense of the world around them by first exploring the local environment and then building up their global awareness. We look at the similarities and differences in relation to places, objects, materials and living things and support the children to notice and talk about changes. We encourage the children to develop inquisitive minds which will enable them to make observations of plants and animals, to question why things occur and how things work.

There are many opportunities to use a wide range of technology for particular purposes.

Expressive Arts & Design

Through a wide range of activities, we build up the children's knowledge of media and materials and support them to use what they have learned in original ways, thinking about uses and purposes. They are given the opportunity to explore using different tools and techniques, experiment with colour, design, texture, form and function. Children are encouraged to share their creations, explain what they are and what process the took to make them.

Children are encouraged to express themselves and to represent their own ideas, thoughts and feelings through design and technology, art, music and songs, dance, role-play and stories.

Characteristics of Effective Learning

There are three ways in which the child engages with other people and their environment.

Playing & Exploring – Engagement

- Finding out and exploring
- Playing with what they know
- Being willing to have a go

Active Learning – Motivation

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

Creating & Thinking Critically – Thinking

- Having their own ideas
- Making links – building ideas
- Working with Ideas